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ABSTRACT

This document outlines a strategic plan to achieve the central goal of promoting a global consciousness in the Coast Community College District (California) that. Central objectives of the plan are as follows: (1) to develop an educational environment which encourages college faculty, staff, and students to attain the global competence necessary for understanding and communicating with other cultures at all levels; and (2) to develop and promote activities that include, but are not limited to, internationalizing the curriculum, international exchanges and collaboration, programs and events to enhance global consciousness on the campus and in the community. There are seven primary mechanisms that facilitate campus internationalization: internationalization of the curriculum; faculty/staff development; international students and multicultural programs; study, work, and exchange programs; international projects; institutional linkages; and community linkages. Any successful plan must be continually assessed. The first phase of assessment is to be done in two parts: (1) an oral survey of key administrators, faculty, and staff involved in international projects to determine the status of current activities; and (2) a written survey of all district and college personnel to determine the expertise and interest that can be drawn on to implement the plan. (JA)

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Exemplary International Programs

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Coast Community College District
A Five Year Strategic Plan

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Background

Higher Education organizations, such as the Stanley Foundation, the American Council on International and Intercultural Education (ACIIE), and the American Association of Community Colleges (AACC), are urging colleges universities across the country to internationalize their curricula and campus life. Why? They recognize that for today's students to succeed in tomorrow's international economy, educational institutions must prepare them both intellectually and socially.

In 1994, the Stanley Foundation and ACIIE convened a conference on global education in community colleges. Representatives from the private sector, federal government, and higher education concluded that for community colleges to fulfill their mission to educate the community, it is imperative that international and multicultural education permeate their campuses. The final conference report articulates that mission, "To ensure the survival and well being of our communities, it is imperative that community colleges develop a globally and multi-culturally competent citizenry."

More particularly, the AACC in its "Policy Statement on International/Intercultural Education," recognizes the unique role community colleges can play in global education.

> Community colleges are strategically positioned and experienced to respond to this educational and economic development imperative by educating and training individuals to function successfully in a multicultural and advanced technological environment that crosses all boundaries of education, communications, language, and business.

The AACC's policy statement was published in 1996, but the Coast District's public commitment to global education was made several years earlier.

In 1990, Coast added internal and multicultural education to the District mission statement:

> Understanding the current issues and the events that shape them, as well an appreciation for other cultures and customs throughout the world, is now basic to good citizenship and to good scholarship.

In 1995 the Coast Board expanded the District's policy on international and multicultural education and specifically directed the District administration actively to encourage and support international and multicultural initiatives that include, but are not limited to:

- Access for the community, staff, and students to affect and involve themselves in international programs;
- Study-abroad programs;
- Internationalizing the curricula;
- Effective support for international students on campus;
- International and multicultural programs by and for the community;
- Student, faculty, staff, and community exchange programs;
- Consultant and support services to foreign institutions;
- Faculty and staff development activities;
- Technical assistance and resource information to businesses engaged in international business;

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- Development of international contracts and affiliations.

The following is a strategic plan to implement this Board policy.

The Strategic Plan

Any strategic plan must be dynamic and continually evolve. It must, therefore, be implemented over a period of time. A strategic plan must also be based on goals, objectives, and guiding principles.

Goals and Objectives:

Central Goal: To promote a global consciousness in the Coast Community College District that transcends the entire institution and shapes its ethos.

Central Objectives:

1. To develop an educational environment which encourages Coast faculty, staff, and students to attain the global competence necessary for understanding and communicating with other cultures at all levels.

2. To develop and promote activities that include, but are not limited to, internationalizing the curriculum, international exchanges and collaboration, programs and events to enhance global consciousness on the campus and in the community.

Principles:

1. **Board Objectives:** In order to be successful, the guiding principles of the Coast Strategic Plan must embody the goals and objectives established by the Board of Trustees for international/multicultural education. These principles are implicit in the Policy Statement adopted by the Board in 1995 and can be summarized as follows:
    - The strategy should include both international and multicultural themes;
    - The themes of international and multicultural education should pervade the curricula and campuses;
    - The efforts should be faculty and student driven;
    - Initiatives should be developed through campus expertise, as well as through partnerships with others (see Appendix 1).

2. **Flexibility:** Flexibility is the key to any strategic plan. Those ventures that prove unworkable, or that don't work well, should be eliminated from the plan's goals. Those that do work for the institution should be expanded, so long as doing so coincides with the greater plan.

3. **Internationalization Mechanisms:** There are seven primary mechanisms that facilitate campus internationalization, and they must be developed, expanded, and integrated for a thorough and effective internationalization. Those mechanisms are as follows:
    - Internationalization of the curriculum;
    - Faculty/ staff development;
    - International student and multicultural programs;
    - Study, work, and exchange programs;
    - International projects;
    - Institutional linkages;
    - Community linkages.

4. **Assessment:** Any successful plan must be continually assessed: 1.) before implementation to determine the current status of internationalization and the resources that can be utilized and developed; 2.)during implementation to adjust the plan's goals and the means to attain those goals; 3.) after a five year development period to reevaluate the entire project.

    The first phase of assessment is to be done in two parts: 1.) an oral survey of key administrators, faculty, and staff involved in international projects to determine the status of current activities (already completed); 2.) a

written survey of all District and college personnel (Board of Trustees, administrators and managers, faculty, and classified staff) to determine the expertise and interest that can be drawn on to implement the plan. In addition to providing a means of information collection, the written survey is also intended to provoke reflection on internationalization and to encourage the exchange of ideas and the initiation of projects to effect internationalization (see Appendix 2).

In the second phase of assessment, a committee composed of appropriate District constituencies (see Appendix 4) will meet bimonthly to discuss how the plan is currently being implemented and how it might be implemented more effectively. It will be the responsibility of the Director to report the gist of these meetings to the District International Education and Study Abroad Committee. And in turn, the Director will report from that committee back to the District International Executive Committee. Thus a double, on-going evaluation process will be in place. After five years, the entire strategic plan will be reevaluated.

5. **Financing:**

Guiding Principles:

The financing plan for Coast international/multicultural projects is based on a series of interconnected imperatives.

- Because college students can no longer be prepared for a world that has become a global village without a pervasive international/multicultural dimension to their academic studies and campus environments, the Coast Board of Trustees has made international/multi-cultural education a top priority of the Coast District.
- Coast District's international projects, with the exception of Study Abroad, have been until now campus specific and not coordinated, while an effective international program must be coordinated, cooperative, and District-wide.
- Ideally, part of the revenues generated from international projects should be channeled back into international projects.
- The District international budget must be carefully scrutinized by the District's international education committees so that money is fairly distributed to projects that will most effectively internationalize the campuses.

Internationalization Mechanisms

Internationalizing the Curriculum
Curriculum is the heart of the college campus. To internationalize the curriculum means to infuse the curriculum with an international dimension. This process involves all aspects of curriculum development, not just those subjects which lend themselves in an obvious way to international content.

Preliminary Assessment:
The OCC Academic Senate International Education Committee has encouraged and aided faculty in adding international elements to their courses. They have also helped to create a course in international studies and have completed putting together a course of study leading to a degree in international regional studies. They will publish a brochure in 1997/1998 describing the major.

Goals:

1. Establish a faculty/staff internal grant program that will encourage and reward faculty and staff for revising curriculum and creating innovative initiatives that will help internationalize the campuses (see Faculty/Staff Internal Grants).

2. Make faculty aware of the resources and procedures for internal grants for projects to internationalize the curriculum and establish international and multicultural projects. The District International Education Office will publish a newsletter announcing and explaining the grant program. The Director will also meet with Division Deans in Division Dean meetings and faculty in Academic Senate meetings, division and department meetings, flex activities, and other appropriate venues to explain the program and encourage participation.

3. Establish an institutional internal grant program (see Institutional Internal Grants).

Faculty/Staff Internal Grants:
Faculty and staff may apply for internal grants up to $3000 for projects that will internationalize the curriculum and/or contribute to the cultural diversification of the three campuses. There will be a formal application process in which the applicant will describe the project, offer a rationale as to how the project furthers the Board policy for internationalization, describe how the project will be evaluated, and submit a budget. Applications will meet established timelines and will be evaluated by the District International Education Committee. The District International Education Director will be a non-voting member of the committee and will coordinate the process. Projects that will not be funded include personal travel, purchases of capital equipment, continuation of "soft money" projects, projects that are routine responsibilities of the colleges and/or the OCC International Center or the GWC Intercultural Center, projects that have been previously funded but are no longer innovative, any project that does not directly contribute to the internationalization of the campuses. Candidates may apply individually or in concert with colleagues from their own campus or from the other District campuses. If the committee initially rejects a proposed project, the International Education Director will inform the applicant of what adjustments must be made to make the proposal acceptable. The applicant will then have a period of time to rewrite and resubmit the proposal.

Institutional Internal Grants:
Individuals who represent campus bodies are eligible for Institutional Internal Grants up to $7,000 for international and multicultural projects and events that will have campus-wide and District-wide impact. These might include such things as foreign scholars in residence programs, campus-wide and community multicultural programs, long distance learning ventures, the establishing of international business contracts, the development of international short-term learning programs, the establishing of international linkages, and the recruitment of international students. Projects that will not be funded are the same as those listed under "Faculty/Staff Internal Grants."

The grant process will be the same as for Individual Internal Grants, but the grant applications will be evaluated by the District International Education Executive Committee (see Appendix 4). The Director of International Education will be a non-voting member and serve as a liaison between the committee and the applicants. As in the Faculty/Staff Internal Grant application process, the Director will inform applicants whose proposals have been initially rejected of the problems that need correcting. The applicant will then have a period of time to rewrite and resubmit the proposal.

Faculty/Staff Development
If curriculum is the heart of the college campus, the faculty is the lifeblood of the internationalization process. They are the central means for infusing the campuses with an international/multicultural spirit. A strong faculty/staff development program, therefore, is imperative to the internationalization process.

Preliminary Assessment:
For the academic year 1996-97, $186,439 of state money was allocated for campus faculty/staff development and $12,000 for District management and staff development. District money specified for projects to internationalize the campuses needs to be added to establish an internal grant fund.

Goals: (See "Goals" in Internationalizing the Curriculum.)

International and Multicultural Student Programs
International and multicultural student programs can provide significant opportunities to internationalize the campuses. They can help develop a worldwide contact network, provide resources for internationalizing the curriculum, present the potential to develop business and cross-cultural connections, provide linkages with foreign institutions, generate revenues that can contribute to a wide variety of internationalization activities that can benefit all members of the District and community, and have an economic and cultural impact on the community at large.

Preliminary Assessment:
Staffed primarily by community volunteers, the GWC Intercultural Center provides English language practice for international students and a variety of multicultural activities for the campus and community.

The OCC International Center currently services over 800 international students. Approximately 100 more are enrolled at GWC and Coastline. The International Center has its own website: www.occ.cccd.edu/intl_stud/index1.html

Goals:

1. Increase the number of international students at OCC to 1000 by the year 2000 without diminishing the services provided by the International Center (but because of the changing needs and capabilities of the college and other external factors, this goal must remain flexible);

2. CCC and GWC should consider the possibility of increasing the number of their international students;

3. Create intensive language programs at all three District colleges for beginning language international students;

4. Develop a cooperative international student recruiting plan among the three colleges and then implement that plan;

5. Develop plans to more fully utilize international students in internationalizing the campuses;

6. More fully integrate international and domestic students, especially those domestic students planning on studying abroad;

7. Develop an agreement for the OCC International Center staff to provide immigration advising and other related international student services to the other District colleges, the particular arrangements to be negotiated with the individual colleges and using the International Education Director to facilitate the negotiations, if the colleges so desire;

8. Pursue the possibility of developing District land for international conference facilities and temporary housing for students and visiting international scholars;

9. Expand multicultural activities on all three campuses.

Study/Work Abroad and Exchange Programs
Study, work abroad, and exchange programs are of incalculable value for students and faculty who participate in them. Nothing teaches better than experience.

Preliminary Assessment:
The CCCD has one of the biggest and most successful community college study abroad programs in the country. We currently send 200-300 students and 10-15 faculty to study and teach abroad each year. We have four semester length programs: England and Italy during the fall semester; Costa Rica and France in the spring. Summer programs vary from year to year depending on faculty proposals. In summer 1997, we had programs in France, Italy, Spain, and a course in The Art of Western Europe that traveled to several different countries.
The District Study Abroad office recently established its own website: www.cccd.edu/studyabroad

District students now have the opportunity to work abroad through District membership in such organizations as CIEE (Council on International Educational Exchange). This opportunity has not yet been effectively publicized.

Goals:

1. Add Spain to our fall study abroad offerings by fall 1999;

2. Intensify marketing for study abroad on the three campuses;

3. Expand marketing for study abroad to the local high schools;

4. Publicize on the campuses the foreign work opportunities for students;

5. Establish a minimum of one student and faculty exchange program.

International Projects
International projects can include a wide variety of ventures that could have enormous effect on the internationalization process. They can provide opportunities for inter-campus and inter-discipline involvement and collaboration, offer opportunities for individuals from all areas of the college community to become involved, require overseas missions enabling administrators, faculty, staff, and students to travel abroad to further District international business, forge institutional linkages, and generate revenues.

Preliminary Assessment:

Coastline Community College is currently working with a private university in Taiwan so that Taiwanese students can earn an AA degree via telecourses. If this distance learning project proves successful, it can be more broadly marketed.

Goals:

1. Consider establishing relationships with selected Asian governments and institutions of higher learning so that Asian students can earn AA degrees via Coastline telecourses. Indonesia and Viet Nam might be targeted. Calculated and aggressive efforts need to be made;

2. Develop and aggressively market short-term courses for international clients. In an initial effort, the three colleges could consider developing intensive ESL programs for international students in need of the English language skills needed to matriculate in American colleges and universities;

3. Seek out and establish international contractual agreements using our own resources and those of the Community Colleges for International Development (CCID) and other professional organizations that promote international projects;

4. Develop inter-campus and inter-disciplinary international projects by encouraging faculty and staff to apply for internal grants.

Institutional Linkages
Institutional linkages are needed for a complete international effort.

Preliminary Assessment:
At this time, we have no formal ties with any foreign institution.

Goal:
Forge linkages with foreign colleges and universities that will prove mutually beneficial by providing opportunities for:

1. student exchanges,

2. faculty and staff exchanges,

3. visiting scholar arrangements,

4. joint development projects and/or international contract projects, and

5. other mutually beneficial arrangements.

Community Linkages
The community can be a rich resource for campus internationalization. Examples of how community linkages can act as mechanisms for the international process include business liaisons leading to international business connections, liaisons with community service groups, multicultural agencies, and non-governmental organizations, and the fostering of relationships between the campuses and the community.

Preliminary Assessment:
The Center for International Trade Development (CITD), housed at Coastline, has established ties with community businesses by providing training for local companies wanting to establish or expand their international trade. The GWC Intercultural Center involves the community in a variety of multicultural activities. The OCC International Center works with the community in housing international students.

Goals:

1. Establish a Citizens' Advisory Council to assess more fully community international needs;

2. Act on needs established by the Citizens' Advisory Council;

3. Involve the community in all appropriate international projects developed through the faculty/staff and institutional internal grants program;

4. Establish contacts with local high schools to make in-coming students aware of study abroad, work, and exchange programs available through the Coast District colleges.

Summary

The key to the successful implementation of the International Education Strategic Plan is cooperation among the three colleges and the District. That cooperation is dependent on all constituencies accepting the idea that international education must be a coordinated, District-wide effort. Only such an effort can optimally benefit the three campuses both financially and educationally.

● CCID Home ● Exemplary International Programs

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